



## Mount Pleasant Middle

Post Office Box 177 / 3075

Elliott, SC 29046

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	125 Students	
<b>Principal</b>	Deitra M. Johnson	803-428-3610
<b>Superintendent</b>	Cleo Richardson	803-484-5327
<b>Board Chair</b>	Sanya Moses	803-428-5603

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>Average</b>
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Average
2005	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

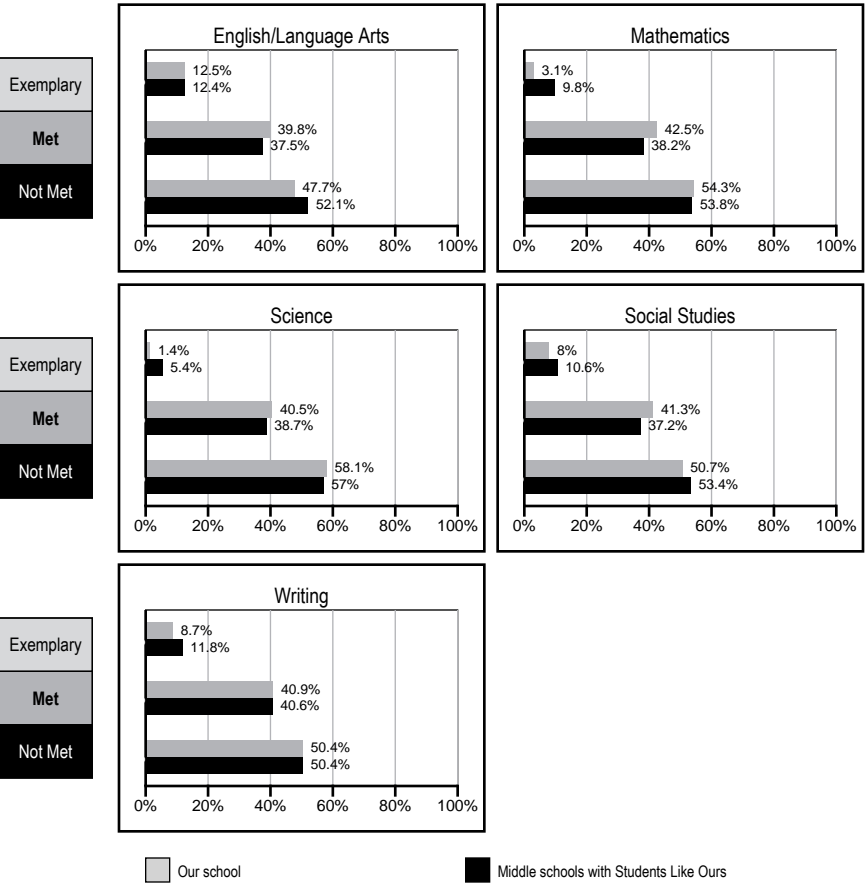
99.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	33	23

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	85.6%
English 1	93.3%	82.4%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	96.6%	84.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=125)				
Students enrolled in high school credit courses (grades 7 & 8)	17.0%	Up from 16.1%	16.4%	21.6%
Retention rate	0.8%	No Change	2.3%	1.2%
Attendance rate	96.3%	Up from 93.8%	95.6%	95.9%
Eligible for gifted and talented	0.0%	No Change	4.1%	14.8%
With disabilities other than speech	11.0%	Up from 6.7%	14.1%	12.6%
Older than usual for grade	1.6%	No Change	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	83.3%	Up from 72.7%	54.3%	56.9%
Continuing contract teachers	58.3%	Up from 36.4%	61.1%	72.7%
Teachers with emergency or provisional certificates	10.0%	Down from 27.3%	15.4%	5.3%
Teachers returning from previous year	47.2%	Down from 50.0%	76.0%	82.9%
Teacher attendance rate	95.5%	Down from 98.6%	94.9%	95.2%
Average teacher salary*	\$47,752	Up 14.0%	\$44,507	\$46,599
Professional development days/teacher	4.0 days	Down from 29.1 days	11.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 16.1 to 1	16.4 to 1	20.1 to 1
Prime instructional time	90.5%	Down from 91.4%	89.3%	89.9%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	66.7%	Down from 100.0%	95.9%	97.8%
Character development program	Good	Down from Excellent	Excellent	Good
Dollars spent per pupil**	\$9,310	Down 5.4%	\$10,240	\$7,645
Percent of expenditures for instruction**	52.7%	Down from 59.7%	59.9%	63.4%
Percent of expenditures for teacher salaries**	49.2%	Down from 57.3%	54.1%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Mt. Pleasant Middle School is to provide a supreme learning environment, rigorous and relevant curriculum, and to establish successful partnerships with the school, parents, and community. The administration, faculty, staff, students, parents, and community have worked diligently to ensure that all facets of our school reflect this mission.

Mount Pleasant Middle School is one of two middle schools of the Lee County School District. The attendance zone now serves students in grades 6th, 7th, and 8th from the lower rural areas of Lee County. The restructuring of the Lee County School District has decreased our student enrollment significantly from 400 students to 126. This allows greater opportunities for teacher-student interaction, small group instruction, and instruction tailored to specific student academic needs. The focus of the 2008-09 school year was to increase the number if students meeting yearly targeted growth as indicated by the Measurement of Academic Progress. Teachers of core subject areas, Math, Science, Social Studies, and Language Arts, have collaboratively worked together to implement a school-wide reading initiative. Professional development opportunities provided teachers and support staff with the knowledge to maximize instructional time, analyze data, implement project-based instruction, and school-wide literacy programs.

Mount Pleasant Middle School's afterschool program provided extended sessions to students who scored Below Basic on the PACT test. In addition, the school initiated RIT Band Instruction daily for thirty minutes. This instructional strategy addressed the strengths and weaknesses of all students as indicated by the Measurement of Academic Progress. A continuous partnership with the Lee County Sheriffs' Department, Skate Station in Sumter, and Julia Cinema continued to complement and support the faculty, staff, and student achievement and parental involvement. The professional opportunities afforded to the instructional staff of Mt. Pleasant Middle School increase the implementation and continued use of research based instructional strategies.

The goal of Mt. Pleasant Middle School is to work diligently to develop and implement creative methods to increase parental and community involvement. Academic opportunities and progress of students were sent home thorough newsletters, bi-weekly reports, and our updated school website. Teachers also maintained communication with parents through letters and phone calls.

We are expecting greater student achievement and increased parental community involvement, as we work together to build a strong educational community throughout Lee County.

Deitra M. Johnson, Principal and E.J. Melvin, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	51	30
Percent satisfied with learning environment	100.0%	82.4%	86.2%
Percent satisfied with social and physical environment	100.0%	80.4%	80.0%
Percent satisfied with school-home relations	83.3%	92.2%	83.3%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.4%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	119	97.5	50	37.5	12.5	61.6	57.5	82.8	Yes	Yes
<b>Gender</b>										
Male	47	95.7	52.3	40.9	6.8	56.8	51.1	79.3	N/A	N/A
Female	72	98.6	48.5	35.3	16.2	64.7	63.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	N/A	N/A	N/A	N/A	73	89.5	I/S	I/S
African American	116	98.3	50.9	37.3	11.8	60.9	56.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	30.6	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	106	99.1	52.5	34.7	12.9	60.4	55.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	119	97.5	53.6	42.9	3.6	61.6	50	78.9	Yes	Yes
<b>Gender</b>										
Male	47	95.7	59.1	36.4	4.5	59.1	48.7	77	N/A	N/A
Female	72	98.6	50	47.1	2.9	63.2	51.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	N/A	N/A	N/A	N/A	64.9	87.2	I/S	I/S
African American	116	98.3	54.5	41.8	3.6	60.9	48.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	20.6	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	106	99.1	55.4	40.6	4	58.4	48.4	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	78	97.4	57.5	41.1	1.4	42.5	28.7	67.5
<b>Gender</b>								
Male	31	96.8	N/AV	N/AV	N/AV	37.9	28.1	67
Female	47	97.9	54.5	43.2	2.3	45.5	29.2	68
<b>Racial/Ethnic Group</b>								
White	1	I/S	N/A	N/A	N/A	N/A	52.4	79.5
African American	75	98.7	59.2	39.4	1.4	40.8	27.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	41.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	8.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	43.8	59.6
<b>Socio-Economic Status</b>								
Subsided meals	69	100	59.1	39.4	1.5	40.9	26.6	55.1

**Social Studies**

All Students	79	97.5	50	41.9	8.1	50	38.3	72.3
<b>Gender</b>								
Male	30	96.7	55.2	37.9	6.9	44.8	32.5	71.5
Female	49	98	46.7	44.4	8.9	53.3	43.8	73.2
<b>Racial/Ethnic Group</b>								
White	1	I/S	N/A	N/A	N/A	N/A	50	80.7
African American	77	98.7	50.7	42.5	6.8	49.3	37.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	15.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.5	67.9
<b>Socio-Economic Status</b>								
Subsided meals	71	100	50	41.2	8.8	50	36.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	118	99.2	50	41.2	8.8	50	40.6	70.2	96.3	95.5
Gender										
Male	45	100	50	38.6	11.4	50	34.5	63.2	95.6	94.8
Female	73	98.6	50	42.9	7.1	50	46.2	77.5	96.8	96.2
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	79.1	96.9	94.1
African American	116	99.1	50	41.1	8.9	50	40.3	57.6	96.3	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	35	62.6	97.2	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	90.8
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	8.3	6.8	26.1	94.4	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	42.1	61.2	97.2	95.9
Socio-Economic Status										
Subsidized meals	103	99	49.5	42.4	8.1	50.5	38.8	58.9	96.3	95.4

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	36	100	45.7	37.1	17.1	54.3
	7	39	94.9	54.3	37.1	8.6	45.7
	8	44	97.7	50	38.1	11.9	50
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	36	100	48.6	42.9	8.6	51.4
	7	39	94.9	60	37.1	2.9	40
	8	44	97.7	N/AV	N/AV	N/AV	47.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	18	100	N/AV	N/AV	N/AV	50
	7	39	94.9	60	37.1	2.9	40
	8	21	100	N/AV	N/AV	N/AV	40
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	18	100	35.3	58.8	5.9	64.7
	7	39	94.9	68.6	22.9	8.6	31.4
	8	22	100	31.8	59.1	9.1	68.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	36	100	48.6	40	11.4	51.4
	7	39	97.4	59.5	32.4	8.1	40.5
	8	43	100	42.9	50	7.1	57.1

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample